

2005 PAAP Science & Technology Entry Slip for Content Standard

Student Name: _____

Grade: _____

M

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

- Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

SCIENCE AND TECHNOLOGY

A. Classifying Life Forms	1	2	3	4					
B. Ecology	1	2	3	4	5				
C. Cells	1	2	3	4	5				
D. Continuity & Change	1	2	3	4	5	6	7		
E. Structure of Matter	1	2	3	4	5	6	7	8	
F. The Earth	1	2	3	4	5	6	7		
G. The Universe	1	2	3	4	5				
H. Energy	1	2	3	4	5	6	7	8	9
I. Motion	1	2	3	4	5	6			
J. Inquiry & Problem Solving	1	2	3	4	5	6			
K. Scientific Reasoning	1	2	3	4	5	6	7	8	9
L. Communication	1	2	3	4	5	6	7	8	
<input checked="" type="radio"/> M. Implications of Science & Technology	1	②	3	4	5	6	7	8	

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	ELA	Mathematics	Science & Technology
Content Standard:	M	Performance Indicator:	2
Rubric Level:	1	Rubric Page#	S&T 27
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response	<input checked="" type="checkbox"/>	Constructed Response	<input type="checkbox"/>
Performance Based	<input type="checkbox"/>		
Source of Task:	PAAP Task Bank		Points for Task: 6
Task Title:	Inventions, Inventions		Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to select an invention and fill in the chart provided in order to describe what the invention does, how it works, and how it has made life easier.

Prior Knowledge and Skills Required:

The class as a whole discussed inventions as part of a unit of study. They talked about both inventions from long ago and more recent inventions. Conversation included identification of the need that each invention fulfilled (ex., How did people do this before this invention?).

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher led the class discussion, provided the template for the responses, and read parts of the task/directions as needed. (Answers could be dictated).

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Inventions, Inventions

Think of an invention that you use regularly. Then answer the questions on this page.

Invention #1

1. Name/Draw (drawing should be clearly labeled) an invention:

2. Describe/demonstrate what the invention does.

3. Describe/demonstrate how it works.

3. Describe/demonstrate how it has made life easier.

% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: M Performance Indicator: 2 Rubric Level: 1 Rubric Page# S&T 27

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Inventions, Inventions

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to select a second invention and fill in the chart provided to describe what the invention does, how it works, and how it has made life easier.

Prior Knowledge and Skills Required:

The class as a whole discussed inventions as part of a unit of study. They talked about both inventions from long ago and more recent inventions. Conversation included identification of the need that each invention fulfilled (ex., How did people do this before this invention?).

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher led the class discussion, provided the template for the responses, and read parts of the task/directions as needed. (Answers could be dictated).

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Components of this task can be aligned with Performance Levels: 3 and/or 4.

Inventions, Inventions

Think of an invention that you use regularly. Then answer the questions on this page.

Invention #2

1. Name/Draw (drawing should be clearly labeled) an invention:

2. Describe/demonstrate what the invention does.

3. Describe/demonstrate how it works.

3. Describe/demonstrate how it has made life easier.

% Correct _____